

LAW ENFORCEMENT STANDARDS



This document was prepared by:

Office of Career, Technical and Adult Education
Nevada Department of Education
755 N. Roop Street, Suite 201
Carson City, NV 89701

Adopted by the State Board of Education /
State Board for Career and Technical Education on
October 5, 2012

The State of Nevada Department of Education is an equal opportunity/affirmative action agency and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity or expression, age, disability, or national origin.

NEVADA STATE BOARD OF EDUCATION
NEVADA STATE BOARD FOR CAREER AND TECHNICAL EDUCATION

Stavan Corbett.....	President
Adriana Fralick	Vice President
Annie Yvette Wilson.....	Clerk
Gloria Bonaventura.....	Member
Willia Chaney	Member
Dave Cook	Member
Dr. Cliff Ferry	Member
Sandy Metcalf	Member
Christopher Wallace.....	Member
Craig Wilkinson	Member
Aquilla Ossian.....	Student Representative

CTE MISSION STATEMENT:

The Office of Career, Technical and Adult Education is dedicated to developing innovative educational opportunities for students to acquire skills for productive employment and lifelong learning.

NEVADA DEPARTMENT OF EDUCATION

James W. Guthrie
Superintendent of Public Instruction

Rorie Fitzpatrick, Deputy Superintendent
Instructional, Research and Evaluative Services

Michael J. Raponi, Director
Office of Career, Technical and Adult Education



TABLE OF CONTENTS

Nevada State Board of Education/Nevada Department of Education.....	iii
Acknowledgements / Standards Development Members / Business and Industry Validation / Project Coordinator.....	vii
Introduction.....	ix
Content Standard 1.0 – Identify Key Organizational Systems	1
Content Standard 2.0 – Understand the Importance of Health, Safety and Environment.....	2
Content Standard 3.0 – Demonstrate Leadership and Teamwork.....	3
Content Standard 4.0 – Understand Importance of Ethics and Legal Responsibilities	4
Content Standard 5.0 – Comprehend the Historical Developments of Law Enforcement.....	5
Content Standard 6.0 – Describe the Laws and Legal Process	6
Content Standard 7.0 – Evaluate the Criminal Justice System	8
Content Standard 8.0 – Examine the Application of the use of Force	9
Content Standard 9.0- Apply Concepts of Interviews and Interrogations	10
Content Standard 10.0- Apply Concepts of Investigations.....	11
Content Standard 11.0- Analyze Patrol Functions.....	12
Content Standard 12.0- Implementing Health and Wellness	14
Content Standard 13.0- Implement Effective Communication Skills.....	15
Content Standard 14.0- Understand Victimization and Law Enforcement Response	16
Content Standard 15.0- Understand Procedures in Diversity	17
Content Standard 16.0- Developing Positive Ethics in Law Enforcement	18
Content Standard 17.0- Apply Emergency Management	19
Content Standard 18.0- Explore Career Opportunities Available.....	20
Content Standard 19.0- Exploring Agency Support Roles	21
Crosswalks and Alignments.....	23

ACKNOWLEDGEMENTS

The development of the Nevada Career and Technical Standards project was a collaborative effort sponsored by the Office of Career, Technical and Adult Education at the Department of Education and the Career and Technical Education Consortium of States. The Department of Education must rely on teachers and industry representatives who have the technical expertise and teaching experience to develop standards and performance indicators that truly measure student skill attainment. Most important, however, is recognition of the time, expertise and great diligence provided by the writing team members in developing the Career and Technical Standards for Law Enforcement.

WRITING TEAM MEMBERS

Michele Sparks, Instructor
Veterans Tribute Career and Technical Academy
Las Vegas

Lori Henricksen, Instructor
Veterans Tribute Career and Technical Academy
Las Vegas

Sergeant David Wiskerchen
West Wendover Police Department
West Wendover

Steven Katten, Instructor
Veterans Tribute Career and Technical Academy
Las Vegas

Scott Lautzenheiser, Instructor
Veterans Tribute Career and Technical Academy
Las Vegas

Joseph K. Forti, Instructor
Southern Desert Regional Police Academy
Las Vegas

Sergeant Michael Gamberg, Jr.
White Pine County High School and Nevada Highway Patrol
Ely

BUSINESS AND INDUSTRY VALIDATION

All CTE standards developed through the Nevada Department of Education are validated by business and industry through one or more of the following processes: (1) the standards are developed by a team consisting of business and industry representatives; or (2) a separate review panel was coordinated with industry experts to ensure the standards include the proper content; or (3) the adoption of nationally-recognized standards endorsed by business and industry.

The Law Enforcement standards were validated through the active participation by business and industry on the development team.

PROJECT COORDINATOR

Randi Hunewill, Education Programs Professional
Health Science/Public Safety Education
Office of Career, Technical and Adult Education
Nevada Department of Education

INTRODUCTION

The standards in this document are designed to clearly state what the student should know and be able to do upon completion of an advanced high school Law Enforcement program. These standards are designed for a three-credit course sequence that prepares the student for a technical assessment directly aligned to the standards.

These exit-level standards are designed for the student to complete all standards through their completion of a program of study. These standards are intended to guide curriculum objectives for a program of study.

The standards are organized as follows:

Content Standards are general statements that identify major areas of knowledge, understanding, and the skills students are expected to learn in key subject and career areas by the end of the program.

Performance Standards follow each content standard. Performance standards identify the more specific components of each content standard and define the expected abilities of students within each content standard.

Performance Indicators are very specific criteria statements for determining whether a student meets the performance standard. Performance indicators may also be used as learning outcomes, which teachers can identify as they plan their program learning objectives.

The crosswalk and alignment section of the document shows where the performance indicators support the English Language Arts and Mathematics Common Core State Standards, and the Nevada State Science Standards. Where correlation with an academic standard exists, students in the Law Enforcement program perform learning activities that support, either directly or indirectly, achievement of one or more Common Core State Standards.

All students are encouraged to participate in the career and technical student organization (CTSO) that relates to their program area. CTSOs are co-curricular national associations that directly enforce learning in the CTE classroom through curriculum resources, competitive events, and leadership development. CTSOs provide students the ability to apply academic and technical knowledge, develop communication and teamwork skills, and cultivate leadership skills to ensure college and career readiness.

The Employability Skills for Career Readiness identify the “soft skills” needed to be successful in all careers, and must be taught as an integrated component of all CTE course sequences. These standards are available in a separate document.

CONTENT STANDARD 1.0: IDENTIFY KEY ORGANIZATIONAL SYSTEMS**PERFORMANCE STANDARD 1.1: DESCRIBE THE SCOPE OF DEPARTMENTAL ORGANIZATIONS**

- | | |
|-------|--|
| 1.1.1 | Differentiate the types and functions of departments |
| 1.1.2 | Explain the interactions of common departments |
| 1.1.3 | Understand global context of public safety careers |

PERFORMANCE STANDARD 1.2: IDENTIFY QUALITY CONTROL SYSTEMS AND PRACTICES

- | | |
|-------|---|
| 1.2.1 | Explain quality control standards and practices |
| 1.2.2 | Use national and statewide standards |

CONTENT STANDARD 2.0: UNDERSTAND THE IMPORTANCE OF HEALTH, SAFETY AND ENVIRONMENT
PERFORMANCE STANDARD 2.1: IMPLEMENT PERSONAL AND DEPARTMENTAL SAFETY REGULATIONS

- | | |
|-------|--|
| 2.1.1 | Assess workplace conditions with regard to safety and health |
| 2.1.2 | Identify safety hazards |
| 2.1.3 | Select appropriate personal protective equipment |
| 2.1.4 | Employ safety hierarchy and communication systems |
| 2.1.5 | Implement safety precautions to maintain a safe workplace |

PERFORMANCE STANDARD 2.2: EMPLOYEE RIGHTS AND RESPONSIBILITIES

- | | |
|-------|---|
| 2.2.1 | Identify rules and laws designed to promote safety and health |
| 2.2.2 | Provide rationale for laws, regulations and rules |

PERFORMANCE STANDARD 2.3: EMPLOY EMERGENCY PROCEDURES AND DISASTER RESPONSE PLANS

- | | |
|-------|--|
| 2.3.1 | Conduct training on First Aid and CPR |
| 2.3.2 | Create a training plan for safety equipment training |
| 2.3.3 | Assess emergency and/or disaster situations |
| 2.3.4 | Design an emergency or disaster plan |
| 2.3.5 | Identify incident management systems |

CONTENT STANDARD 3.0: DEMONSTRATE LEADERSHIP AND TEAMWORK**PERFORMANCE STANDARD 3.1: IDENTIFY LEADERSHIP SKILLS**

- | | |
|-------|--|
| 3.1.1 | Identify and analyze various roles of leaders within organizations |
| 3.1.2 | Identify the traits necessary to be an effective leader |
| 3.1.3 | Demonstrate appropriate leadership traits when leading a group |

PERFORMANCE STANDARD 3.2: EMPLOY TEAMWORK SKILLS

- | | |
|-------|---|
| 3.2.1 | Identify the various roles within a team |
| 3.2.2 | Identify skills necessary to work collaboratively |
| 3.2.3 | Demonstrate essential teamwork skills |

CONTENT STANDARD 4.0: UNDERSTAND IMPORTANCE OF ETHICS AND LEGAL RESPONSIBILITIES**PERFORMANCE STANDARD 4.1: APPLY ETHICAL REASONING TO WORKPLACE SITUATIONS**

- | | |
|-------|--|
| 4.1.1 | Understand and contrast legal responsibilities and employer policies |
| 4.1.2 | Identify personal and long-term consequences for unethical behaviors |
| 4.1.3 | Design a plan to promote legal and ethical considerations |
| 4.1.4 | Formulate appropriate responses to illegal/unethical situations |

PERFORMANCE STANDARD 4.2: INTERPRET WRITTEN AGENCY POLICIES AND PROCEDURES

- | | |
|-------|--|
| 4.2.1 | Critique departmental policies and procedures |
| 4.2.2 | Discuss the effect of policies and procedures on a specific work situation |
| 4.2.3 | Compare standard operating procedures for various departments or agencies |

CONTENT STANDARD 5.0: COMPREHEND THE HISTORICAL DEVELOPMENTS OF LAW ENFORCEMENT**PERFORMANCE STANDARD 5.1: ANALYZE THE SOCIAL REQUIREMENTS IMPOSED UPON LAW ENFORCEMENT**

- | | |
|-------|--|
| 5.1.1 | Critique the role of law enforcement in maintaining social control |
| 5.1.2 | Prove where law enforcement receives its authority |
| 5.1.3 | Analyze the public's need for social control |

PERFORMANCE STANDARD 5.2: DETERMINE THE ENGLISH ROOTS OF MODERN LAW ENFORCEMENT

- | | |
|-------|--|
| 5.2.1 | Identify the basic principles of modern law enforcement created by Robert Peel |
| 5.2.2 | Investigate modern law enforcement techniques and their development |

PERFORMANCE STANDARD 5.3: INTERPRET THE IMPACT OF U.S. LAW ENFORCEMENT ON SOCIETY

- | | |
|-------|---|
| 5.3.1 | Identify development in U.S. law enforcement over the history of the U.S. |
| 5.3.2 | Determine social trends that led to law enforcement development |
| 5.3.3 | Analyze the levels of U.S. law enforcement and their jurisdictions |

PERFORMANCE STANDARD 5.4: UNDERSTAND LOCAL LAW ENFORCEMENT HISTORY

- | | |
|-------|--|
| 5.4.1 | Explore the history and origin of local law enforcement agencies |
|-------|--|

CONTENT STANDARD 6.0: DESCRIBE THE LAWS AND LEGAL PROCESS**PERFORMANCE STANDARD 6.1: CONNECT THE HISTORY OF LAW AND THE APPLICATION OF THE LEGAL PROCESS**

- | | |
|-------|---|
| 6.1.1 | Examine the history of law and legal process |
| 6.1.2 | Describe the historical perspective of the U.S. Constitution |
| 6.1.3 | Identify the primary structures and characteristics of the American legal system |
| 6.1.4 | Identify and discuss the components of the criminal process from initial complaint to appeals |

PERFORMANCE STANDARD 6.2: INTERPRET CONSTITUTIONAL LAW

- | | |
|-------|--|
| 6.2.1 | Summarize the purpose of the United States Constitution |
| 6.2.2 | Distinguish the purpose of the Nevada State Constitution |
| 6.2.3 | State the purpose and effect of the Bill of Rights |
| 6.2.4 | Explain the fourteenth amendment and its application to the Bill of Rights |
| 6.2.5 | Identify the importance of constitutional rights to peace officers |
| 6.2.6 | Explain the concept of judicial review |

PERFORMANCE STANDARD 6.3: DESCRIBE CIVIL LIABILITY RELATED TO LAW ENFORCEMENT

- | | |
|-------|---|
| 6.3.1 | Identify the elements of federal civil rights statutes and who they protect |
| 6.3.2 | Identify the elements of Nevada Revised Statutes (NRS) and principles to help Nevada administrative code officers understand the personal risk in police misconduct cases |
| 6.3.3 | Identify the elements of federal and state statutes that relate to civil and criminal liability of local law enforcement officers |
| 6.3.4 | Identify the defense of qualified immunity as it pertains to false arrest and/or the use of force |

PERFORMANCE STANDARD 6.4: APPLY CRIMINAL LAW TO LAW ENFORCEMENT

- | | |
|-------|--|
| 6.4.1 | Identify the different types of laws and the purpose they serve |
| 6.4.2 | Understand the primary differences between civil and criminal law |
| 6.4.3 | Explain the difference between procedural law and substantive criminal law |
| 6.4.4 | Differentiate between felonies, misdemeanor, and ordinance violations |
| 6.4.5 | List and define the basic components of crime |

PERFORMANCE STANDARD 6.5: APPLY PROCEDURAL LAW TO LAW ENFORCEMENT

- | | |
|-------|--|
| 6.5.1 | Examine the provisions of the fourth amendment relating to searches and seizures |
| 6.5.2 | Differentiate the elements required to establish “reasonable suspicion” and probable cause |
| 6.5.3 | Define and explain the “exclusionary rule” |
| 6.5.4 | Identify the requirements and scope of both a lawful “stop” and lawful “frisk” |
| 6.5.5 | Examine the provisions of the fifth amendment and the application of Miranda Rights |
| 6.5.6 | Explain the process for securing, executing and returning a search warrant |
| 6.5.7 | Identify the statutes that govern the power of the peace officer to make an arrest |

CONTENT STANDARD 7.0: EVALUATE THE CRIMINAL JUSTICE SYSTEM**PERFORMANCE STANDARD 7.1: COMPREHEND THE COMPONENTS OF THE CRIMINAL JUSTICE SYSTEM**

- | | |
|-------|--|
| 7.1.1 | Identify the four functional components of the criminal justice system |
| 7.1.2 | Define the functions, responsibilities, and interactions of the criminal justice system components |
| 7.1.3 | Identify the various levels within the state and federal court systems |
| 7.1.4 | Differentiate between county and city justice systems |

PERFORMANCE STANDARD 7.2: EXAMINE THE UNITED STATES COURT SYSTEMS

- | | |
|-------|--|
| 7.2.1 | Examine jurisdiction within the American criminal court system |
| 7.2.2 | Identify the participants in the court system |
| 7.2.3 | Identify the roles and responsibilities of the participants |

PERFORMANCE STANDARD 7.3: IDENTIFY COURTROOM PROCESSES

- | | |
|-------|--|
| 7.3.1 | Define preliminary hearings and grand juries |
| 7.3.2 | Identify pretrial procedures |
| 7.3.3 | Differentiate between various pleas and plea bargaining |
| 7.3.4 | List and define the stages of criminal trials |
| 7.3.5 | Define sentencing options |
| 7.3.6 | Identify the role and responsibility of probation, parole, and community corrections |

CONTENT STANDARD 8.0: EXAMINE THE APPLICATION OF THE USE OF FORCE**PERFORMANCE STANDARD 8.1: ANALYZE USE OF FORCE CONCEPTS**

- | | |
|-------|---|
| 8.1.1 | Identify the levels of force |
| 8.1.2 | Identify and explain the different use of force guidelines available to agencies |
| 8.1.3 | Define and explain excessive force |
| 8.1.4 | Define and explain deadly force |
| 8.1.5 | Define and explain the reasonableness of force |
| 8.1.6 | Explain liability issues associated with the use of force |
| 8.1.7 | Analyze court cases involving the use of force |
| 8.1.8 | Assess the tools available to law enforcement relative to the use of force |
| 8.1.9 | Demonstrate the critical-thinking skills necessary in the application of use of force |

CONTENT STANDARD 9.0: APPLY CONCEPTS OF INTERVIEWS AND INTERROGATIONS**PERFORMANCE STANDARD 9.1: EMPLOY EFFECTIVE USE OF COMMUNICATION**

- | | |
|-------|--|
| 9.1.1 | Analyze the legal and cultural differences in communications |
| 9.1.2 | Identify and demonstrate effective listening skills |
| 9.1.3 | Identify and demonstrate effective interview techniques |
| 9.1.4 | Assess and apply conflict resolution techniques |

PERFORMANCE STANDARD 9.2: DEMONSTRATE THE KNOWLEDGE OF THE BASIC TYPES OF INTERVIEWS AND INTERROGATIONS

- | | |
|-------|---|
| 9.2.1 | Compare and contrast interviews and interrogations |
| 9.2.2 | Define and explain interview types |
| 9.2.3 | Analyze interview and interrogation methodologies and techniques |
| 9.2.4 | Demonstrate an understanding the types of interviewing techniques |

CONTENT STANDARD 10.0: APPLY CONCEPTS OF INVESTIGATIONS**PERFORMANCE STANDARD 10.1: APPLY CONCEPTS OF CRIME SCENE INVESTIGATIONS**

- 10.1.1 Identify and define a crime scene
- 10.1.2 State the definition of evidence
- 10.1.3 Demonstrate appropriate crime scene documentation
- 10.1.4 Demonstrate the ability to preserve and protect evidence
- 10.1.5 Identify use of modern techniques to collect evidence
- 10.1.6 Demonstrate correct packaging for evidence collection
- 10.1.7 Define and explain the importance of the “chain of custody”

PERFORMANCE STANDARD 10.2: UNDERSTAND INVESTIGATIVE RESPONSIBILITIES

- 10.2.1 State the importance of scene safety and administration of medical aid to injured persons
- 10.2.2 Analyze information to determine whether a crime has occurred
- 10.2.3 State the types of information that should be gathered from suspects and witnesses
- 10.2.4 Collect any and all information available to write a clear and accurate report
- 10.2.5 Demonstrate technical skills used during investigations

PERFORMANCE STANDARD 10.3: DISTINGUISH CRIMES AGAINST PERSONS

- 10.3.1 Define elements of crimes against persons
- 10.3.2 Identify elements of death investigations
- 10.3.3 Classify physical crimes against persons
- 10.3.4 Identify special enhancements to crimes
- 10.3.5 Identify modus operandi in crimes against persons

PERFORMANCE STANDARD 10.4: DISTINGUISH PROPERTY CRIMES

- 10.4.1 Define elements of property crimes
- 10.4.2 Classify property crimes
- 10.4.3 Identify important evidence in crimes of property
- 10.4.4 Identify modus operandi in property crimes

CONTENT STANDARD 11.0: ANALYZE PATROL FUNCTIONS**PERFORMANCE STANDARD 11.1: ASSESS THE RESPONSIBILITIES OF PATROL**

- 11.1.1 Identify the role of patrol in law enforcement
- 11.1.2 Analyze the different types of specialized units available to patrol
- 11.1.3 Explain the functions of the various specialized units
- 11.1.4 Identify the different requirements necessary to qualify for these positions
- 11.1.5 Analyze the ways in which these units contribute to the effectiveness of patrol

PERFORMANCE STANDARD 11.2: INTERPRET DIRECTED PATROL

- 11.2.1 Define directed patrol
- 11.2.2 Analyze directed enforcement areas
- 11.2.3 Assess factors that determine the focus of directed patrol

PERFORMANCE STANDARD 11.3: CREATE EFFECTIVE POLICE REPORTS

- 11.3.1 Understand the importance of reports
- 11.3.2 Identify different types of reports
- 11.3.3 Understand the importance of writing complete, clear, and concise reports
- 11.3.4 Identify the six elements of report writing
- 11.3.5 Identify and demonstrate characteristics of effective report writing
- 11.3.6 Describe the importance of effective grammar

PERFORMANCE STANDARD 11.4: EVALUATE CRISIS INTERVENTION

- 11.4.1 Define crisis
- 11.4.2 Evaluate the four stages of a crisis
- 11.4.3 Understand the different types of mental illnesses and their effects
- 11.4.4 Understand the type of crisis intervention training available for law enforcement personnel
- 11.4.5 Analyze appropriate responses to crisis
- 11.4.6 Explain the impact crisis intervention training has had on the community

PERFORMANCE STANDARD 11.5: ANALYZE COMMUNITY POLICING

- | | |
|--------|--|
| 11.5.1 | Explain concepts of community oriented-policing and problem-oriented policing |
| 11.5.2 | Identify the three core components |
| 11.5.3 | Define problem-solving concepts |
| 11.5.4 | Define and demonstrate the scanning, analysis response and assessment (SARA) problem solving model |
| 11.5.5 | Discuss partnerships and their importance in community policing |
| 11.5.6 | Apply community-oriented policing to different scenarios |

CONTENT STANDARD 12.0: IMPLEMENTING HEALTH AND WELLNESS**PERFORMANCE STANDARD 12.1: UTILIZE STRESS MANAGEMENT**

- | | |
|--------|--|
| 12.1.1 | Explain stress and its effects on the human body and mind |
| 12.1.2 | Identify stressors unique to public safety |
| 12.1.3 | Describe the signs and symptoms of distress |
| 12.1.4 | Evaluate ways to manage stress and burnout |
| 12.1.5 | Describe critical incident stress and its place in public safety |
| 12.1.6 | Identify resources available to assist personnel in crisis intervention and counseling |

PERFORMANCE STANDARD 12.2: EXAMINE ROLE OF PHYSICAL HEALTH

- | | |
|--------|--|
| 12.2.1 | Evaluate the importance of good physical health and wellness practices |
| 12.2.2 | Identify ways in which law enforcement personnel can practice healthy living |

CONTENT STANDARD 13.0: IMPLEMENT EFFECTIVE COMMUNICATION SKILLS**PERFORMANCE STANDARD 13.1: ANALYZE THE CONCEPT OF COMMAND PRESENCE**

- | | |
|--------|---|
| 13.1.1 | Define command presence and explain its importance in law enforcement |
| 13.1.2 | Identify barriers to effective communication |
| 13.1.3 | Identify and understand the concept of sender, message, channel, and receiver |

PERFORMANCE STANDARD 13.2: DEMONSTRATE NONVERBAL/VERBAL COMMUNICATION

- | | |
|--------|---|
| 13.2.1 | Apply strategies for communicating with a diverse population |
| 13.2.2 | Analyze verbal behaviors when communicating with others |
| 13.2.3 | Interpret nonverbal behaviors when communicating with others |
| 13.2.4 | Demonstrate how to communicate effectively in order to foster positive relationships within the community |

PERFORMANCE STANDARD 13.3: EVALUATE PROFESSIONAL APPEARANCE

- | | |
|--------|---|
| 13.3.1 | Identify the importance of professionalism in law enforcement |
| 13.3.2 | Examine the role of personal appearance and its importance |

CONTENT STANDARD 14.0: UNDERSTAND VICTIMIZATION AND LAW ENFORCEMENT RESPONSE**PERFORMANCE STANDARD 14.1: IDENTIFY VICTIMIZATION**

- | | |
|--------|--|
| 14.1.1 | Define victimization and analyze the effects on the victim |
| 14.1.2 | Identify secondary victimization |
| 14.1.3 | Analyze the interactions between victims and the criminal justice system |
| 14.1.4 | Evaluate resources available to victims |

PERFORMANCE STANDARD 14.2: EVALUATE PERSONAL SAFETY

- | | |
|--------|--|
| 14.2.1 | Identify components of risk assessment |
| 14.2.2 | Conduct a risk assessment |
| 14.2.3 | Critique strategies used to increase personal safety |

PERFORMANCE STANDARD 14.3: ANALYZE CRIME PREVENTION

- | | |
|--------|---|
| 14.3.1 | Explain importance of crime prevention |
| 14.3.2 | Evaluate proactive/reactive police techniques |
| 14.3.3 | Categorize police actions into proactive/reactive responses |

CONTENT STANDARD 15.0: UNDERSTAND PROCEDURES IN DIVERSITY**PERFORMANCE STANDARD 15.1: EMPLOY CONCEPTS OF DIVERSITY**

- | | |
|--------|--|
| 15.1.1 | Analyze cultural diversity and its impact on law enforcement |
| 15.1.2 | Understand the importance of diverse and multicultural representation in law enforcement |
| 15.1.3 | Examine law enforcement solutions to language barriers |
| 15.1.4 | Identify accommodations used to assist individuals with disabilities |

CONTENT STANDARD 16.0: DEVELOPING POSITIVE ETHICS IN LAW ENFORCEMENT**PERFORMANCE STANDARD 16.1: APPLYING ETHICAL CONCEPTS**

- | | |
|--------|--|
| 16.1.1 | Explain why the highest ethical and moral standards are necessary for law enforcement officers both on and off duty |
| 16.1.2 | Compare how the Law Enforcement Code of Ethics and the Canon of Police Ethics relate in terms of actions and performance |
| 16.1.3 | Evaluate examples of unethical/immoral conduct by officers and how they can adversely affect the officers in the performance of their duties |
| 16.1.4 | Assess how officers build and destroy the public attitude toward their department and law enforcement by their actions |
| 16.1.5 | Critique the scope and necessity of a background check |
| 16.1.6 | Analyze the role of the internal affairs bureau within a department |

CONTENT STANDARD 17.0: APPLY EMERGENCY MANAGEMENT**PERFORMANCE STANDARD 17.1: EVALUATE COMPONENTS OF THE NATIONAL INCIDENT MANAGEMENT SYSTEM (NIMS)**

- | | |
|--------|---|
| 17.1.1 | Assess emergency and/or disaster situations |
| 17.1.2 | Define National Incident Management System (NIMS) |
| 17.1.3 | Assess all levels of government of NIMS |
| 17.1.4 | Evaluate the five major components of NIMS |
| 17.1.5 | Differentiate the three key elements of NIMS |

PERFORMANCE STANDARD 17.2: ANALYZE COMPONENTS OF AN INCIDENT COMMAND SYSTEM (ICS)

- | | |
|--------|--|
| 17.2.1 | Define the principles of Incident Command System (ICS) |
| 17.2.2 | Describe the five major functional areas of ICS |
| 17.2.3 | Explain the roles of an ICS |
| 17.2.4 | Create an ICS response plan |

CONTENT STANDARD 18.0: EXPLORE CAREER OPPORTUNITIES AVAILABLE**PERFORMANCE STANDARD 18.1: EXAMINE THE FIELD OF EMERGENCY COMMUNICATIONS**

- | | |
|--------|---|
| 18.1.1 | Determine the careers within emergency communications |
| 18.1.2 | Critique the skill set necessary for a successful career in emergency communications |
| 18.1.3 | Evaluate the qualifications required for the role of a public safety operator or dispatcher |
| 18.1.4 | Assess the importance of effective communications to field personnel |

PERFORMANCE STANDARD 18.2: UNDERSTANDING CIVILIAN SUPPORT POSITIONS

- | | |
|--------|---|
| 18.2.1 | Describe the various civil professionals within law enforcement |
| 18.2.2 | Examine civilian career opportunities available within law enforcement |
| 18.2.3 | Recognize the requirements for civilian employment and the opportunity for career advancement |
| 18.2.4 | Evaluate the way in which civilian positions contribute to the success of an agency |

PERFORMANCE STANDARD 18.3: EXAMINE VARIOUS AREAS/DEPARTMENTS

- | | |
|--------|---|
| 18.3.1 | Define divisions within law enforcement departments |
| 18.3.2 | Understand the ability to promote lateral transfer between disciplines of law |
| 18.3.3 | Analyze the skill sets needed for specific areas of policing |

PERFORMANCE STANDARD 18.4: DIFFERENTIATE AGENCIES

- | | |
|--------|---|
| 18.4.1 | Identify the numerous agencies within each level of law enforcement |
| 18.4.2 | Analyze the jurisdictions of law enforcement agencies (LEA) of local, state, federal and international agencies |
| 18.4.3 | Evaluate the roles and responsibilities of various law enforcement agencies |
| 18.4.4 | Analyze the requirements and education necessary for various agencies |

CONTENT STANDARD 19.0: EXPLORING AGENCY SUPPORT ROLES**PERFORMANCE STANDARD 19.1: EXAMINE THE ADVANTAGES OF LAW ENFORCEMENT SUPPORT**

- | | |
|--------|---|
| 19.1.1 | Explain the roles of support agencies |
| 19.1.2 | Define how support agencies interact with law enforcement |
| 19.1.3 | Demonstrate how support agencies collaborate on investigations |
| 19.1.4 | Identify the importance of support agencies |
| 19.1.5 | Describe the role of various support agencies for law enforcement |

PERFORMANCE STANDARD 19.2: IDENTIFY QUALITY CONTROL SYSTEMS AND PRACTICES

- | | |
|--------|--|
| 19.2.1 | Analyze the benefits of quality control systems and practices |
| 19.2.2 | Evaluate the necessity and benefits of continuing education programs |
| 19.2.3 | Identify elements of effective case review feedback |

**CROSSWALK AND ALIGNMENTS OF
LAW ENFORCEMENT STANDARDS
AND THE COMMON CORE STATE STANDARDS,
THE NEVADA SCIENCE STANDARDS,
AND THE COMMON CAREER TECHNICAL CORE STANDARDS**

CROSSWALK (ACADEMIC STANDARDS)

The crosswalk of the Law Enforcement Standards shows links to the Common Core State Standards and identifies the performance indicators in which the learning objectives in the law enforcement program support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the English Language Arts and Mathematics Common Core State Standards and Nevada State Science Standards.

ALIGNMENTS (MATHEMATICAL PRACTICES)

In addition to correlation with the Common Core Mathematics Standards, many performance indicators support the Common Core Mathematical Practices. The following table illustrates the alignment of the Law Enforcement Standards Performance Indicators and the Common Core Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the law enforcement program support academic learning.

CROSSWALK (COMMON CAREER TECHNICAL CORE)

The crosswalk of the Law Enforcement Standards shows links to the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Law Enforcement program support the Common Career Technical Core. The Common Career Technical Core defines what students should know and be able to do after completing instruction in a program of study. The Law Enforcement Standards are crosswalked to the Law, Public Safety, Corrections and Security Career Cluster™ and the Law Enforcement Services Career Pathway.

CROSSWALK OF LAW ENFORCEMENT STANDARDS AND THE COMMON CORE STATE STANDARDS

CONTENT STANDARD 2.0: UNDERSTAND THE IMPORTANCE OF HEALTH, SAFETY AND ENVIRONMENT

Performance Indicators	Common Core State Standards and Nevada Science Standards
2.1.1	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
2.2.2	<p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.</p> <p><u>English Language Arts: Reading Standards for Informational Text</u> RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p>
2.3.1	<p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
2.3.2	<p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

2.3.3	<p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
2.3.4	<p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

CONTENT STANDARD 3.0: DEMONSTRATE LEADERSHIP AND TEAMWORK

Performance Indicators	Common Core State Standards and Nevada Science Standards
3.1.1	<u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

CONTENT STANDARD 4.0: UNDERSTAND IMPORTANCE OF ETHICS AND LEGAL RESPONSIBILITIES

Performance Indicators	Common Core State Standards and Nevada Science Standards
4.1.3	<p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></p> <p>WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>WHST.11-12.2d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>WHST.11-12.2e Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
4.1.4	<p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></p> <p>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>English Language Arts: Speaking and Listening Standards</u></p> <p>SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
4.2.1	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></p> <p>RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></p> <p>WHST.11-12.1 Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p>

4.2.2	<p><u>English Language Arts: Speaking and Listening Standards</u></p> <p>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
4.2.3	<p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></p> <p>RST.11-12.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</p>

CONTENT STANDARD 5.0: COMPREHEND THE HISTORICAL DEVELOPMENTS OF LAW ENFORCEMENT

Performance Indicators	Common Core State Standards and Nevada Science Standards
5.1.1	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></p> <p>RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></p> <p>WHST.11-12.1 Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p><u>English Language Arts: Speaking and Listening Standards</u></p> <p>SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
5.1.2	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></p> <p>RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p>
5.1.3	<p><u>English Language Arts: Speaking and Listening Standards</u></p> <p>SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
5.2.2	<p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></p> <p>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>

5.3.2	<p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
5.3.3	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>

CONTENT STANDARD 6.0: DESCRIBE THE LAWS AND LEGAL PROCESS

Performance Indicators	Common Core State Standards and Nevada Science Standards
6.1.4	<p><u>English Language Arts: Speaking and Listening Standards</u></p> <p>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p>
6.2.1	<p><u>English Language Arts: Reading Standards for Informational Text</u></p> <p>RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p>
6.3.1	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
6.3.2	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
6.3.3	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
6.4.1	<p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></p> <p>WHST.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>
6.5.6	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></p> <p>RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></p> <p>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

CONTENT STANDARD 8.0: EXAMINE THE APPLICATION OF THE USE OF FORCE

Performance Indicators	Common Core State Standards and Nevada Science Standards
8.1.2	<u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
8.1.6	<u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
8.1.7	<u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
8.1.8	<u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.1 Write arguments focused on discipline-specific content. WHST.11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CONTENT STANDARD 9.0: APPLY CONCEPTS OF INTERVIEWS AND INTERROGATIONS

Performance Indicators	Common Core State Standards and Nevada Science Standards
9.1.1	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></p> <p>RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
9.1.2	<p><u>English Language Arts: Speaking and Listening Standards</u></p> <p>SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
9.1.4	<p><u>English Language Arts: Speaking and Listening Standards</u></p> <p>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>

CONTENT STANDARD 10.0: APPLY CONCEPTS OF INVESTIGATIONS

Performance Indicators	Common Core State Standards and Nevada Science Standards
10.1.4	<u>Science: Nature of Science</u> N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.
10.3.2	<u>Science: Life Science</u> L.12.D.2 Students know similarity of DNA sequences gives evidence of relationships between organisms.

CONTENT STANDARD 11.0: ANALYZE PATROL FUNCTIONS

Performance Indicators	Common Core State Standards and Nevada Science Standards
11.1.2	<u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
11.1.5	<u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
11.2.2	<u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
11.2.3	<u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
11.4.2	<u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. <u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
11.4.5	<u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
11.5.4	<u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
11.5.6	<u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CONTENT STANDARD 12.0: IMPLEMENTING HEALTH AND WELLNESS

Performance Indicators	Common Core State Standards and Nevada Science Standards
12.1.1	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p><u>Science: Life Science</u> L.12.C.1 Students know relationships of organisms and their physical environment.</p>
12.1.4	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
12.2.1	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><u>Science: Life Science</u> L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism.</p>

CONTENT STANDARD 13.0: IMPLEMENT EFFECTIVE COMMUNICATION SKILLS

Performance Indicators	Common Core State Standards and Nevada Science Standards
13.2.1	<u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
13.2.2	<u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CONTENT STANDARD 14.0: UNDERSTAND VICTIMIZATION AND LAW ENFORCEMENT RESPONSE

Performance Indicators	Common Core State Standards and Nevada Science Standards
14.1.3	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
14.1.4	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
14.2.3	<p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
14.3.2	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>

CONTENT STANDARD 15.0: UNDERSTAND PROCEDURES IN DIVERSITY

Performance Indicators	Common Core State Standards and Nevada Science Standards
15.1.1	<p data-bbox="315 329 1338 359"><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></p> <p data-bbox="315 359 1414 449">RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p data-bbox="315 468 1414 558">RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p data-bbox="315 558 1338 588"><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></p> <p data-bbox="315 588 1414 676">WHST.11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>

CONTENT STANDARD 16.0: DEVELOPING POSITIVE ETHICS IN LAW ENFORCEMENT

Performance Indicators	Common Core State Standards and Nevada Science Standards
16.12	<p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
16.1.3	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subject</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
16.1.4	<p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.1 Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
16.1.5	<p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subject</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
16.1.6	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subject</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research</p>

CONTENT STANDARD 17.0: APPLY EMERGENCY MANAGEMENT

Performance Indicators	Common Core State Standards and Nevada Science Standards
17.1.1	<p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></p> <p>WHST.11-12.1 Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
17.1.3	<p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></p> <p>WHST.11-12.1 Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
17.1.4	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subject</u></p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></p> <p>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
17.2.4	<p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></p> <p>WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.11-12.2d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

CONTENT STANDARD 18.0: EXPLORE CAREER OPPORTUNITIES AVAILABLE

Performance Indicators	Common Core State Standards and Nevada Science Standards
18.1.3	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subject</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
18.1.4	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subject</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
18.2.4	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subject</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
18.3.3	<p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subject</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
18.4.2	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subject</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
18.4.3	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subject</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
18.4.4	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subject</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>

CONTENT STANDARD 19.0: EXPLORING AGENCY SUPPORT ROLES

Performance Indicators	Common Core State Standards and Nevada Science Standards
19.2.1	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subject</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>

**ALIGNMENT OF LAW ENFORCEMENT STANDARDS
AND THE COMMON CORE MATHEMATICAL PRACTICES**

Common Core Mathematical Practices	Law Enforcement Performance Indicators
1. Make sense of problems and persevere in solving them.	7.3.5; 8.1.9; 17.1.1; 19.1.1
2. Reason abstractly and quantitatively.	2.3.4; 11.4.5
3. Construct viable arguments and critique the reasoning of others.	8.1.7, 8.1.9
4. Model with mathematics.	10.2.1; 11.5.4
5. Use appropriate tools strategically.	2.1.3 8.1.3, 8.1.4, 8.1.8 10.1.3, 10.1.4, 10.1.5; 10.2.1; 10.3.2 14.3.2, 14.3.2; 19.2.1
6. Attend to precision.	2.1.3 8.1.3, 8.1.4, 8.1.8 10.1.3, 10.1.4, 10.1.5; 10.2.1; 10.3.2 14.3.2; 19.2.1
7. Look for and make use of structure.	10.2.5; 17.1.1
8. Look for and express regularity in repeated reasoning.	

CROSSWALKS OF LAW ENFORCEMENT STANDARDS AND THE COMMON CAREER TECHNICAL CORE

Law, Public Safety, Corrections & Security Career Cluster™ (LW)	Performance Indicators
1. Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster™ and the role law, public safety, corrections and security play in society and the economy.	1.1.1; 5.3.1; 7.1.2 13.3.1, 13.3.2
2. Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services.	4.2.3; 6.1.3; 11.5.5 14.1.1
3. Assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections and/or security environment.	1.2.1; 10.2.1; 12.2.2 14.2.3
4. Conduct law, public safety, corrections and security work tasks in accordance with employee and employer rights, obligations and responsibilities, including occupational safety and health requirements.	2.1.1; 10.2.1; 14.1.4 16.1.4
5. Analyze the various laws, ordinances, regulations and organizational rules that apply to safety, corrections and security.	1.2.2; 4.1.1 18.1.1; 18.4.1
6. Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections & Security Career Pathways.	1.1.3; 7.3.6; 18.3.1
Law Enforcement Services Career Pathway (LW-ENF)	Performance Indicators
1. Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) required in law enforcement.	2.1.4; 9.1.1, 9.1.2, 9.1.3 11.3.3, 11.3.4, 11.3.5 13.2.3
2. Demonstrate proficiency in the operation of communication equipment used in an emergency telecommunications center.	2.1.4; 13.1.3
3. Utilize anger and conflict management strategies to resolve problems in law enforcement settings.	4.1.1; 8.1.5; 19.1.1
4. Model behaviors that exhibit integrity and commitment to a code of conduct and ethics for law enforcement professionals.	4.2.1; 12.2.2; 16.1.2
5. Analyze the impact of federal, state and local laws on law enforcement procedures.	2.2.1, 2.2.2 6.1.1; 6.3.1; 6.4.1 16.1.6
6. Execute established procedures to avoid the violation of the rights guaranteed by the Fourth, Fifth, Sixth and Fourteenth Amendments.	4.1.1 6.2.3, 6.2.4; 6.5.1, 6.5.5
7. Manage crime and loss prevention programs in collaboration with the community.	6.4.5; 10.1.4; 14.3.1

8. Explain the appropriate techniques for managing crisis situations in order to maintain public safety.	2.3.4; 4.2.1; 8.1.1 11.4.5, 11.4.6; 12.1.1
9. Evaluate for the signs of domestic violence, child abuse and neglect.	10.3.1; 14.1.1
10. Demonstrate the routine day-to-day tasks conducted by various law enforcement agencies.	6.5.6; 12.2.1 18.4.2, 18.4.3; 19.1.5
11. Describe law enforcement protocols and procedures designed to handle incidents related to homeland security, terrorism and other disaster situations.	11.4.4, 11.4.5; 17.1.1
12. Demonstrate the procedures to properly protect, document and process the crime scene and all related evidence.	1.2.1; 4.2.1 19.2.1, 19.2.3
13. Demonstrate procedures to assist individuals requiring special assistance from law enforcement personnel.	10.3.4, 13.2.1, 13.1.2; 15.1.4
14. Describe the behavioral symptoms of drug use and the inherent dangers associated with handling dangerous drugs.	10.2.1; 4.2.3; 19.2.1